

Sustainable Empathy Awareness in Teacher Education and Classroom Practices

Keywords

Sustainable empathy, citizenship, awareness, teacher education, resources

Biographical Note

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Abstract (500 words)

Abstract (300 words)

Citizenship and climate awareness are part of the French curriculum for secondary and high schools, and for some scholars there is a pedagogical urgency to tackle the fundamental principles that allow us to live together on our planet. If we have some insight into practices of adolescents at home and at school in France (Glomeron, 2017), and how teachers are drawn to global issues worldwide (Lütge 2015), we lack insight about how EFL pre and in-service teachers in France understand sustainable development, and which resources, if any, they use. Building upon previous surveys among high school pupils showing the stereotypical nature of items coined in relation to the English-speaking world, Rémon and Privas (2023) explored what topics pre-service teachers put forward on their professional "coat of arms", showing the absence of activism or advocacy, when it is crucial in education in general and for the language class (Römhild, 2023). Thus we analyse how teachers understand sustainable development issues, how they declare integrating them in their practices, what their understanding of their own emotions is (Lemarchand-Chauvin, 2023) regarding these issues, and any traces of drawing on empathy with the pupils to engage them in their learning. Our data comprises a teacher questionnaire exploring sustainability implementation, in relation to emotions

and empathy ; national teacher exam topics, textbooks, and the curriculum. We argue, through thematic and discourse analysis, that if there is an awareness of sustainable development, the teachers do not appeal to an actual environmental relatedness, i.e. an empathetic consideration of the social, economic and environmental dimensions of the needs of present and future generations.

Our study is thus linked to the conference subthemes of the perception and representation of a culture of sustainability and global citizenship in the curriculum and teaching.

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